

A message from Superintendent Tom Horne



Arizona Department of Education

Dear parents:

The Arizona Department of Education is pleased to provide you with this state report card as a part of our compliance with the federal No Child Left Behind law.

We are working hard to raise academic standards for Arizona students. We are also holding our schools accountable for how well students perform academically.

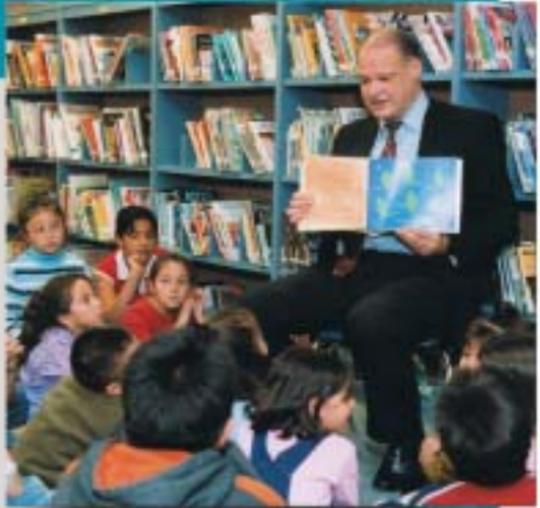
We are restoring classroom discipline, which is an essential component for achieving academic excellence. We also have an extensive state program to help schools whose test scores show a need for improvement.

As you read this report card, you will find important information about the academic health of Arizona's public schools. On page eight, it is reported that only 13 percent of Arizona schools were in need of federal corrective action. As a result, 87 percent of schools do not need such action, a better record than many states. Page 15 shows that Arizona has 132 Excelling schools and 167 Highly Performing schools. For a complete list, please visit our website, www.ade.az.gov and click "Top Arizona Schools."

We are working hard to make sure Arizona students and schools are performing to their absolute potential.

Sincerely,

A handwritten signature in black ink that reads "Tom Horne".



2002-2003 State Report Card

Federal Accountability (AIMS)

All Students

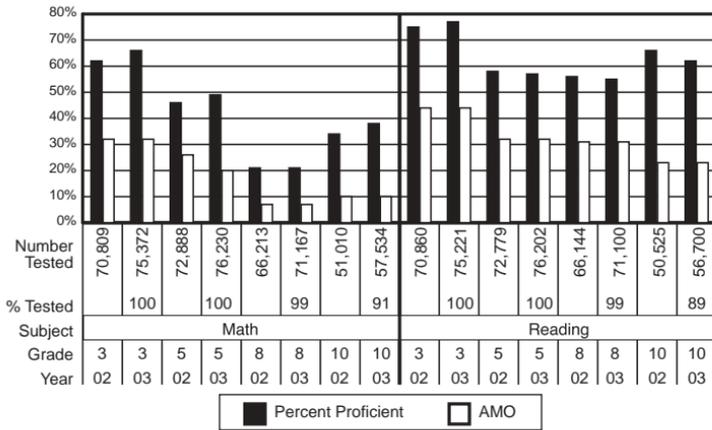


Figure 1: This graph shows the percentage of all students who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

African American

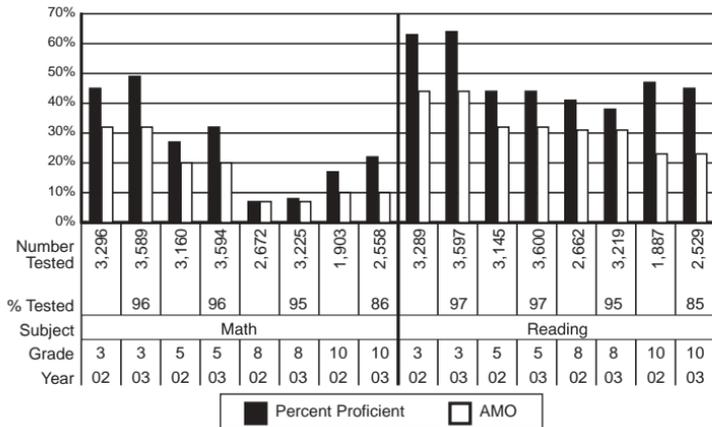


Figure 2: This graph shows the percentage of African American students who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

American Indian/Alaskan Native

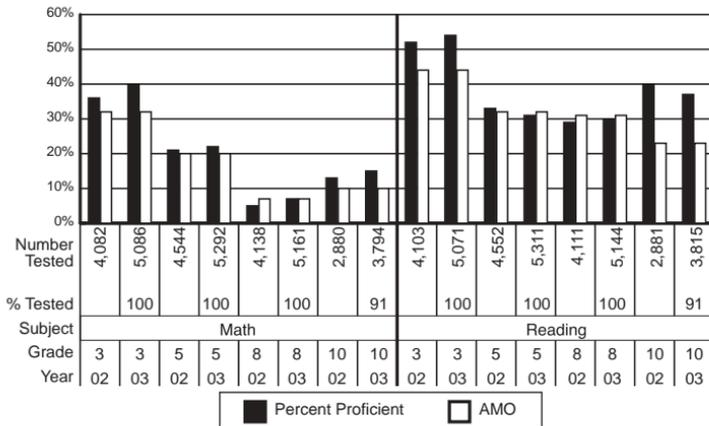


Figure 3: This graph shows the percentage of American Indian/Alaskan Native students who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

Asian/Pacific Islander

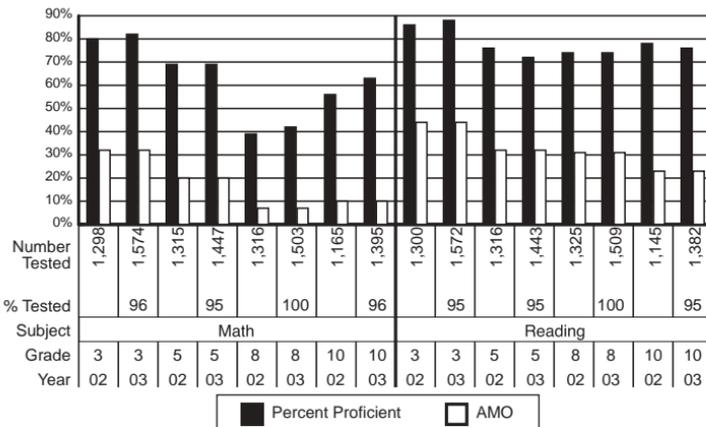


Figure 4: This graph shows the percentage of Asian/Pacific Islander students who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

Hispanic

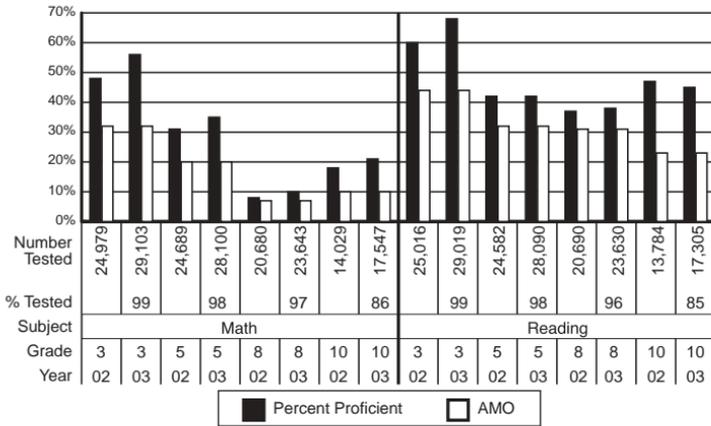


Figure 5: This graph shows the percentage of Hispanic students who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

White (non-minority)

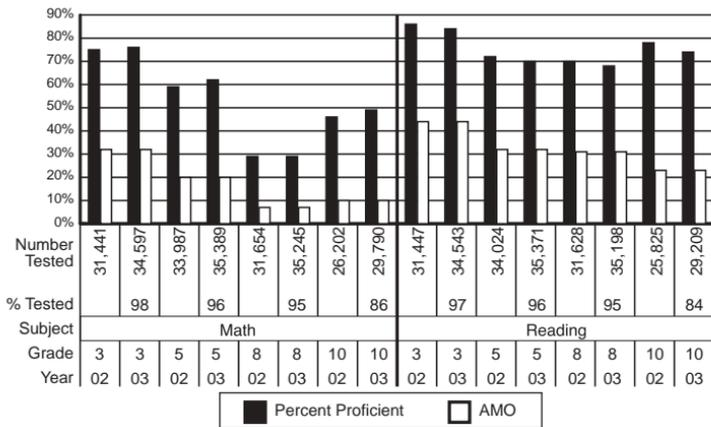


Figure 6: This graph shows the percentage of White students who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

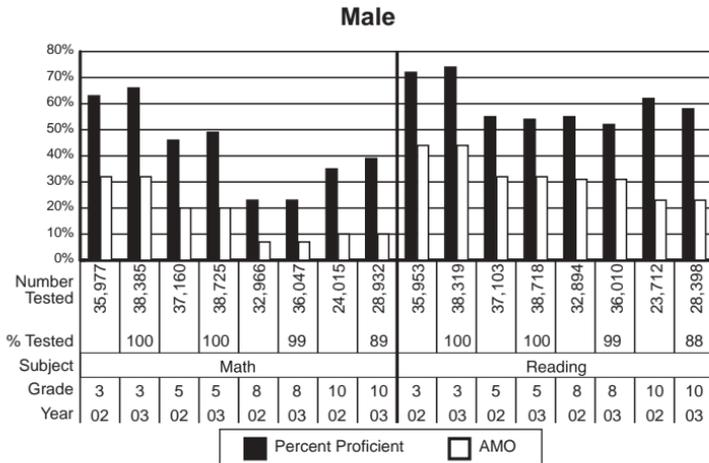


Figure 7: This graph shows the percentage of all Males who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

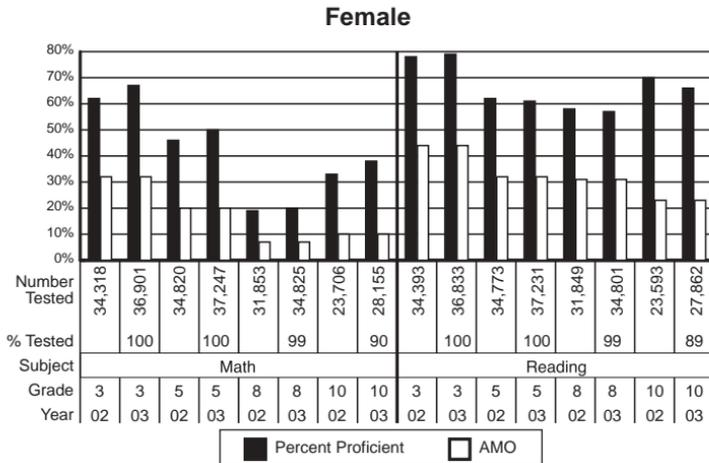


Figure 8: This graph shows the percentage of Females who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

Economically Disadvantaged

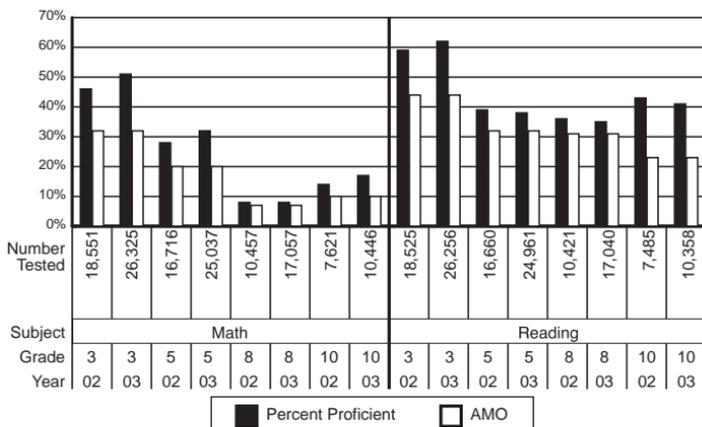


Figure 9: This graph shows the percentage of Economically Disadvantaged students who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown is the number of students tested. Percentage tested is not available, they will be calculated in the future.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

Non-Economically Disadvantaged

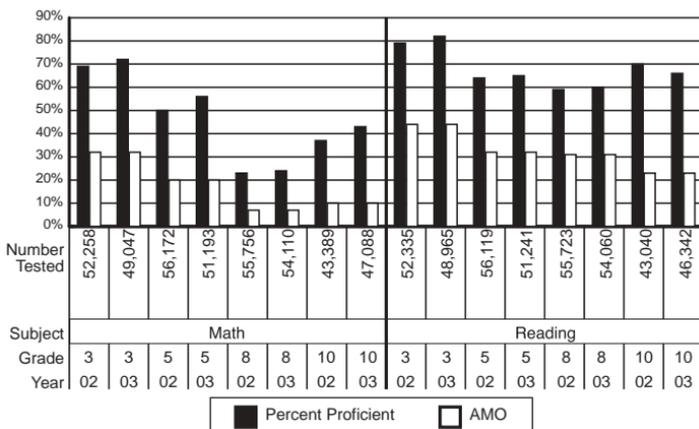


Figure 10: This graph shows the percentage of Non-Economically Disadvantaged students who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown is the number of students tested. Percentage tested is not available, they will be calculated in the future.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

Students with Disabilities

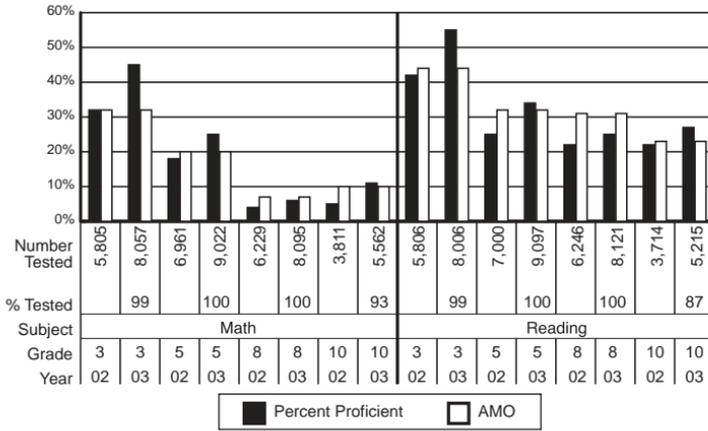


Figure 11: This graph shows the percentage of Students with Disabilities who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

Students without Disabilities

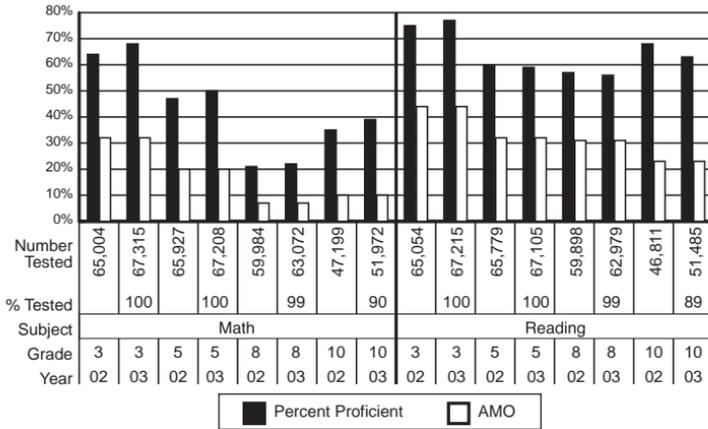


Figure 12: This graph shows the percentage of Students without Disabilities who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

Limited English Proficient

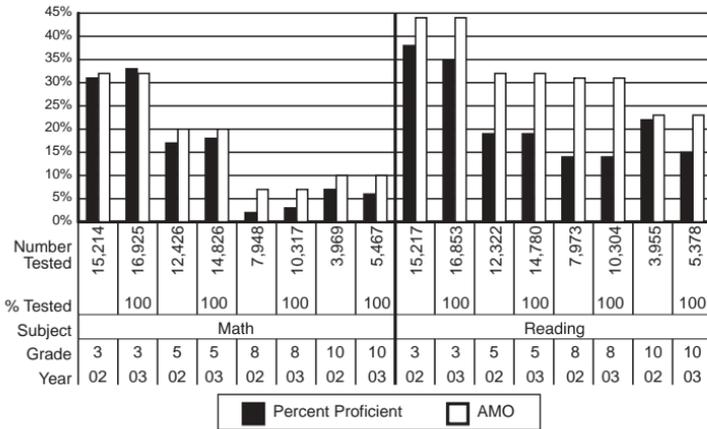


Figure 13: This graph shows the percentage of all Limited English Proficient students who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown are the number and percentage of students tested.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

Migrant Students

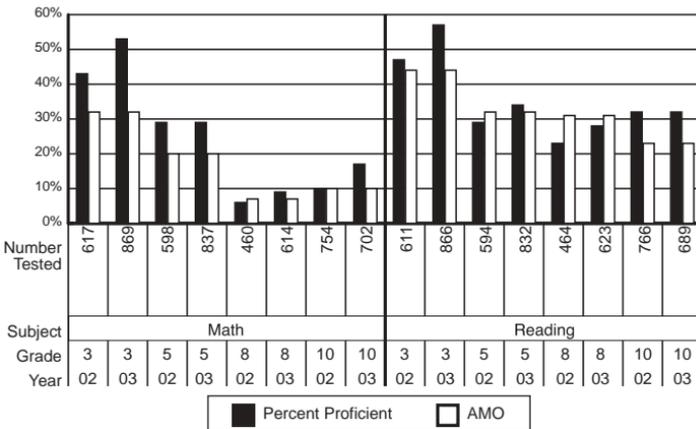


Figure 14: This graph shows the percentage of all Migrant students who passed AIMS in Arizona by subject and grade for 2002 and 2003. Also shown is the number of students tested. Percentage tested is not available, they will be calculated in the future.

AMO = Annual Measurable Objectives: federally mandated goal for percentage of students who must pass AIMS.

Federal Accountability (School Improvement Status)

Number of Schools Identified for Improvement

Improvement Status	Number
Corrective Action	20
Year 1	98
Year 2	100
Total Identified	218
Total Not-Identified	1477

Table 1: Elementary and secondary schools in Arizona that have been identified as schools in need of improvement. Please refer to Table 2 for a detailed list of schools.

Number of Schools Identified for Improvement

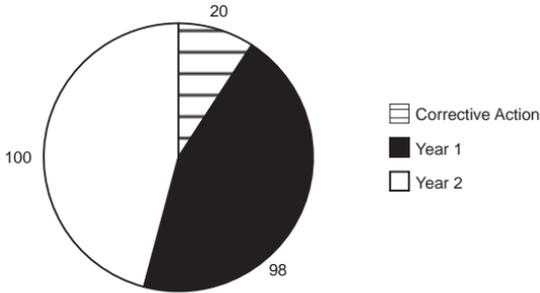


Figure 15: Number of Schools in Arizona Identified for Improvement

Percent of Schools Identified for Improvement

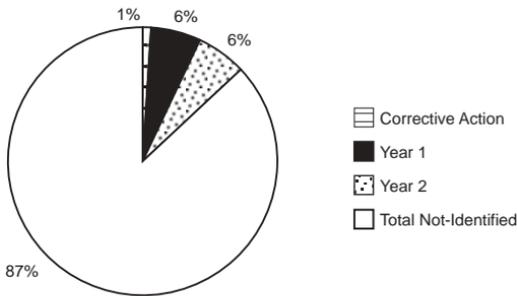


Figure 16: Percent of Schools in Arizona Identified for Improvement

Table 2: Detailed list of schools in Arizona in need of improvement.

Federal Accountability (School Improvement Status)

School	Improvement Status	School	Improvement Status
A J Mitchell Elementary School	Year 2	Challenger Middle School	Year 2
Academy Of Excellence	Year 1	Chaparral Middle School	Year 1
AgUILa Elementary School	Year 1	Charles W Harris Elementary School	Year 1
Alhambra High School	Year 2	Chinle Elementary School	Year 2
AmeriSchools Academy - Camelback	Year 2	Chinle High School	Corrective Action
Andalucia Primary School	Year 1	Chinle Junior High School	Corrective Action
Ann Ott School	Year 1	Continental Elementary School	Year 1
Anna Lawrence Intermediate School	Year 2	Copper Canyon Academy	Year 1
Antelope Union High School	Year 2	Copper Rim Elementary School	Year 2
Arizona Desert Elementary	Year 1	Cottonwood Elementary School	Year 2
Arthur M Hamilton School	Year 2	Craycroft Elementary School	Year 1
Augustus H Shaw Jr School	Year 2	Dateland Elementary School	Year 1
Avondale Middle School	Year 2	Davidson Elementary School	Year 2
Baboquivari Middle School	Year 2	Desert Horizon Elementary School	Year 1
Balsz School	Year 1	Desert Pointe Academy	Year 1
Barcelona Middle School	Year 2	Desert Sands Middle School	Year 2
Beaver Creek School	Year 1	Desert Shadows Middle School	Year 1
Beaver Dam Elementary	Year 1	Desert Valley Elementary	Year 2
Bicentennial North School	Year 1	Discovery School	Year 1
Brooks Academy	Year 2	Don Mensendick School	Year 1
Buckeye Union High School	Year 1	Drexel Elementary School	Year 1
Bullhead City Jr High School	Year 2	Duncan Primary	Year 1
C E Rose Elementary School	Year 2	Dzil Libei Elementary School	Year 1
C O Greenfield School	Year 2	E.A.G.L.E. Academy	Year 1
Calabasas Middle School	Year 1	East Globe Elementary School	Year 1
Camelback High School	Year 2	El Mirage School	Corrective Action
Camp Verde Middle School	Year 2	Eloy Intermediate School	Year 1
Campo Bello Elementary School	Year 1	Eloy Junior High School	Year 2
Canyon Day Junior High School	Corrective Action	Estrella Middle School	Year 2
Capitol Elementary School	Year 1	Evans Elementary School	Year 1
Carl Hayden High School	Year 2	Evergreen Elementary School	Year 1
Cartwright Elementary School	Year 1	Excel Education Centers Chino Valley, LLC	Year 2
Casa Grande Union High School	Corrective Action	Faras Elementary School	Year 1
Cavett Elementary School	Year 2	Fees Middle School	Year 1
Center for Academic Success, The #1	Year 1	Flora Thew Elementary School	Year 1
Central High School	Year 2		
Challenger Elementary School	Year 1		

School	Improvement Status	School	Improvement Status
Florence High School	Year 1	Laugharn Elementary School	Year 2
Fourth Avenue Junior High School	Corrective Action	Laveen Elementary School	Year 2
Frank Borman Middle School	Year 1	Learning Crossroads Basic Academy	Year 1
Friendly House Academia		Lee Kornegay Middle School	Year 2
Del Pueblo Elem	Year 1	Liberty Traditional Charter School	Year 1
Future Development Education & Performing Arts Academy	Year 2	Lincoln Elementary School	Year 1
Galveston Elementary School	Year 2	Littleton Elementary School	Year 1
Gateway School	Year 2	Lone Cactus Regional High School	Year 1
Gila Bend Elementary	Year 2	Lowell Elementary School	Year 1
Gila Vista Jr High School	Year 2	Maie Bartlett Heard School	Year 1
Glendale Landmark Middle School	Corrective Action	Many Farms Elementary School	Year 2
Globe Junior High School	Year 2	Maricopa Middle School	Year 1
Granada East School	Year 1	Mary E Post Elementary School	Year 1
Gwyneth Ham Elementary School	Year 1	Mary Mcleod Bethune School	Year 2
Hayden High School	Year 2	Maryland Elementary School	Year 1
Hohokam Middle School	Corrective Action	Maryvale High School	Year 1
HoHoKam Middle School	Corrective Action	Maurice C Cash School	Year 1
Holdeman Elementary School	Year 1	Maxine O Bush Elementary School	Year 2
Ignacio Conchos School	Year 2	Mcnary Elementary School	Year 1
Intelli-School - Paradise Valley	Year 1	Menlo Park Elementary School	Year 2
Isaac E Imes School	Year 2	Miami High School	Year 2
Isaac Middle School	Year 2	Mission Manor Elementary School	Year 2
Itzcalli Academy	Year 1	Mitchell Elementary School	Year 1
J B Sutton Elementary School	Year 2	Monte Vista Elementary School	Year 1
Jack L Kuban Elementary School	Year 2	Montebello School	Year 1
Joe Carlson Elementary School	Year 1	Monument Valley High School	Year 1
John E Wright Elementary School	Year 2	Mountain View Elementary	Year 2
John F Kennedy Elementary School	Year 1	Mountain View Elementary School	Year 2
John F Kennedy School	Year 2	Mountain Vista School	Year 1
John F Long School	Year 1	Mt Tipton Elementary School	Year 1
Joseph Zito Elementary School	Year 2	Myers-Ganoung Elementary School	Year 1
Justine Spitalny Elementary School	Year 1	Naco Elementary School	Year 2
Kayenta Intermediate School	Year 2	New Visions Academy	Year 2
Kayenta Middle School	Corrective Action	North High School	Year 2
Kofa High School	Year 2	Northern AZ Academy for Career Dev. - Taylor	Year 1
Lake Powell Academy	Year 1	Ocotillo School	Year 2
Lattie Coor School	Year 2	Omega Academy	Year 2
		Osborn Middle School	Year 2
		P T Coe Elementary School	Year 2
		Palmcroft Elementary School	Year 1
		Palomino Primary School	Year 2

School	Improvement Status	School	Improvement Status
--------	--------------------	--------	--------------------

Pecan Grove Elementary School	Year 2	Sevilla West School	Year 1
Pendergast Elementary School	Year 2	Shaw Butte School	Year 1
Peoria Elementary School	Year 2	Sierra Vista Elementary School	Year 1
Percy L Julian School	Year 1	Silvestre S Herrera School	Year 1
Phoenix Advantage Charter School	Year 2	Snowflake Junior High School	Year 2
Phoenix Prep Academy	Year 2	South Mountain High School	Year 2
Phoenix Thomas J Pappas Regional Elementary School	Year 2	Squaw Peak Elementary School	Year 1
Pinon Elementary School	Year 2	Stanfield Elementary School	Corrective Action
Pinon High School	Year 1	Sunnyslope Elementary School	Year 2
Pinon Middle School	Year 2	Sunset School	Year 1
Porfirio H. Gonzales Elementary School	Year 1	Superior Junior High School	Corrective Action
Precision Academy System Charter School	Year 2	T G Barr School	Year 1
Pueblo Del Sol Middle School	Corrective Action	Teen Choice Leadership Academy	Year 2
Pueblo Gardens Elementary School	Year 1	Tertulia Pre-College Community Intermediate Campus	Year 1
Ralph Waldo Emerson Elementary School	Year 2	Thomas A Edison School	Year 2
Renaissance Academy - St. Johns Campus	Year 1	Tsaile Elementary School	Corrective Action
Richey Elementary School	Year 2	Tse Ho Tso Intermediate Learning Center	Corrective Action
Rio Rico High School	Year 1	Tuba City Junior High School	Corrective Action
Robert Bracker Elementary	Year 1	Valley High School	Corrective Action
Roberts Elementary School	Year 2	Valley View School	Year 2
Roskruge Bilingual Elementary School	Year 2	Van Buskirk Elementary School	Year 1
Ruth Fisher Elementary School	Year 1	Vista Del Sur Middle School	Year 1
Sacaton Elementary	Corrective Action	Wade Carpenter Middle School	Year 2
Sacaton Middle School	Year 2	Washington Elementary School	Year 1
Safford Elementary School	Year 1	Webster Elementary School	Year 2
Safford Middle School	Year 1	West Sedona Montessori Class Charter	Year 2
Salome Elementary School	Year 1	Westwind Preparatory Academy	Year 1
San Carlos High School	Corrective Action	Whittier Elementary School	Year 2
San Carlos Intermediate	Year 2	William C Jack School	Year 1
San Carlos Junior High School	Corrective Action	William R Sullivan Elementary School	Year 2
San Luis Middle School	Year 2	Williams Elementary/Middle School	Year 2
Sanders Elementary School	Year 2	Wilson Primary School	Year 2
Sanders Middle School	Year 2	Window Rock Elementary School	Year 2
Santa Clara Elementary School	Year 1	Winkelman Intermediate School	Year 2
Santa Maria Middle School	Year 2		

Graduation Rates

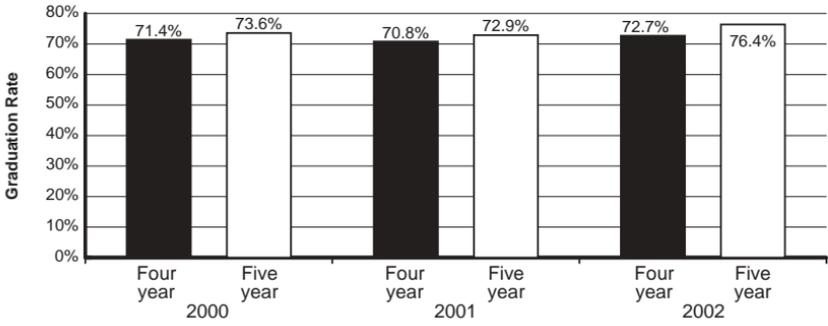


Figure 17: Arizona High School Graduation Trends 2000-2002

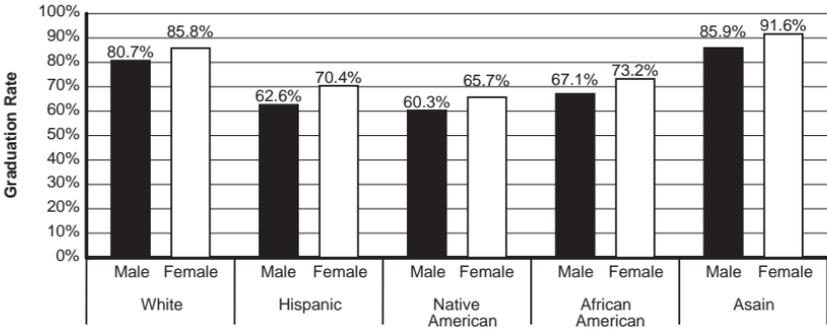


Figure 18: Arizona Five Year Graduation Rates by Gender and Ethnicity – Cohort 2002

Dropout Rates

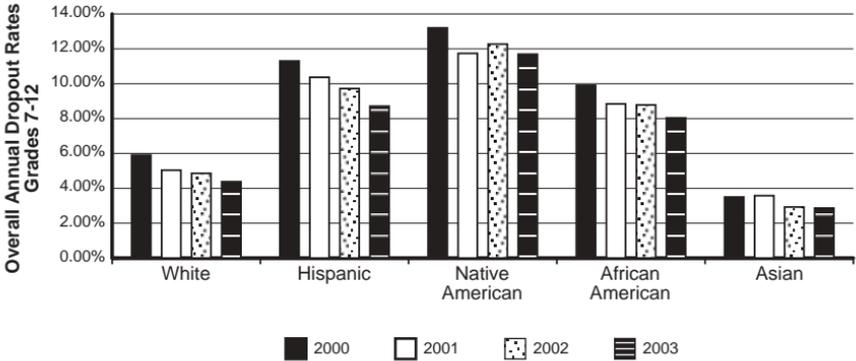


Figure 19: Arizona's Overall Drop-Out Rate Trend by Ethnicity

Adequate Yearly Progress (AYP)

State AYP

Met AYP	Met % Tested	Met Test Objectives	Met Attendance Rate	Met Graduation Rate
No	No	No	Not Applicable	Yes

Table 3: Summary of how the State of Arizona performed on the annual targets for AYP.

AYP: A measure of school performance as mandated by the federal government in the No Child Left Behind Act. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures schools toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

School AYP		District AYP	
Met	Not Met	Met	Not Met
1294	401	331	193

Table 4: Number of Schools and Districts in Arizona that met or did not meet AYP

AYP: A measure of school performance as mandated by the federal government in the No Child Left Behind Act. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures schools toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

School AYP

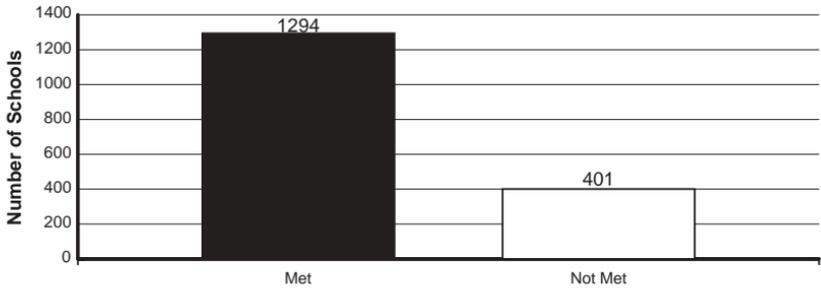


Figure 20: Number of schools in the State that met or did not meet AYP

AYP: A measure of school performance as mandated by the federal government in the No Child Left Behind Act. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures schools toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

District AYP

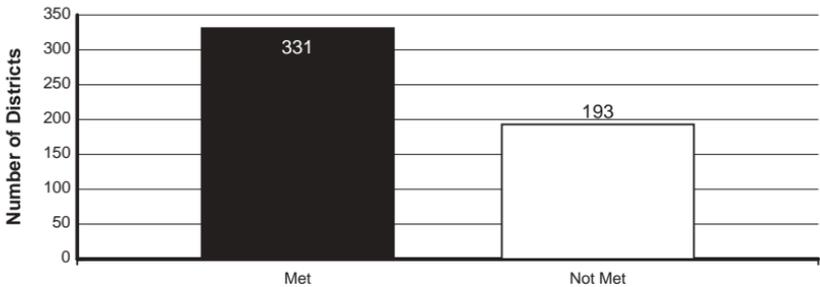


Figure 21: Number of Districts in the State that met or did not meet AYP

State Accountability (AZ LEARNS)

Schools Receiving Profile	Count	Percent
Excelling	132	12.03
Highly Performing	167	15.22
Performing	664	60.52
Underperforming	134	12.22
Total Receiving a Profile	1097*	100
Schools Not Receiving a Profile	Count	Percent
Alternative Schools	118	14.08
New Schools	236	28.40
Small Schools	434	52.23
K-2 Schools	44	5.29
Total Not Receiving a Profile	832	100
Total Number of Schools*	1929**	

Table 5: Summary of the Number and Percentage of Schools in Arizona Receiving or Not Receiving Achievement Profiles

* 1097 Achievement Profiles were designated on October 15, 2003. Since some schools in the state serve both elementary and secondary students, the actual number of schools receiving Achievement Profiles was 1085. In total, 832 schools did not receive an Achievement Profile.**This number represents the total number of profiles included in the analysis. Of the 1929, only 1917 distinct schools are being counted. Again, this is due to the fact that some schools receive two Achievement Profiles: one for their elementary population and the other for their secondary population.

Tips for Parents

Good Attendance is Key

We live in an era of high-stakes testing. To obtain diplomas, students will have to pass the AIMS test.

In Massachusetts, the students were given five chances to pass, as they will be in Arizona; 90% passed. When the records of the other 10% were examined, almost all of them had poor attendance.

Because the test questions measure only materials that were covered in class, students who attend should pass the test, but the teachers cannot teach students who are not there.

Students Who Do Homework Achieve at a Higher Level

Helping children with homework is a wonderful way for parents and children to interact. Here are some ways you can help strengthen your students study habits:

- Designate a quiet place for your child to do homework
- Support the teachers by ensuring homework is completed and turned in on time
- Help your child value the importance of doing homework

Discipline

"First, we must restore classroom discipline. When teachers are not supported in disciplining disruptive students, some teachers tend to give up. That has led to anarchy in some public schools across the country. Other teachers keep trying, but valuable time is diverted from teaching the students who want to learn. Restoring classroom discipline is a necessary precondition to creating a learning atmosphere, to facilitate academic excellence.

When parents and school work together as a team, student behavior improves. I hope you will work with your school to make this a successful endeavor, which will ultimately raise the academic performance of all our students."

~Tom Horne, Superintendent of Public Instruction